**Week 3 Lab Focus; Loretta Grennon**

**Bryan**

**Student:**

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| What does the Student need to do that is difficult or impossible to do independently at this time? To speak with kids his own age, in casual conversation.   * What are the Student's special needs and areas of concern? Due to a neuromuscular disease, Bryan has lost physical function and is nonverbal. He is feeling let out socially, and wishes to be able to spend time with peers, without the adult intervention and assistance that has been so prevalent in his life. * What are the Student's current abilities related to the areas of concern? Bryan is a bright student, has excellent academic skills, is thoughtful and reflective, and is able to communicate his feelings when he feels it is OK to do so.   **Environment:** |  |
| What materials and equipment are currently available in the environment? Bryan has a complex and sophisticated communication device. It works well for formal study but not as well for spontaneous, informal conversations with peers. It is described as cumbersome and bulky. He has a laptop computer with a trackball and onscreen keyboard. He uses a motorized wheelchair.   * What is the physical arrangement? Are there special concerns? Bryan is in a school where he can navigate successfully with his motorized wheelchair. He has used his communication devices successfully in the past with his classroom work, but as an adolescent, he seeks greater communication and camaraderie with peers. * What is the instructional arrangement? Are there likely to be changes? Bryan appears to be in a regular classroom, with enough adult support to attend to his physical needs. It seems that the instructors are sensitive to his needs and willing to adapt the environment to support him. * What supports are available to the student? Technological supports and staffing supports. * What resources are available to the people supporting the student? A building that is accessible to Bryan, with enough technological resources, and staffing support to have enabled him to succeed academically. * Attitudes and expectations (staff, family, others)? So far, Bryan’s family and school support team are not aware of his increasing social isolation. He has recently confided in his friend Michael. * **Tasks:** |  |
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| * What naturally occurring activities take place in the environment? Academic enterprises; social interactions; mobility. * What is everyone else doing? Having easy and informal social interactions that Bryan feels he is missing. * What specific activities support the student's curricular goals? The use of his laptop computer, and communication device. * What are the critical elements of the activities? They provide Bryan with the ability to write, to express his thoughts, and to move about the building. * How might the activities be modified to accommodate the student's special needs? Bryan is currently experiencing the need for enhanced communication. His school support team and parents need to explore additional communication devices for Bryan. * How might technology support the student's active participation in those activities? Print to voice technology may assist Bryan in the kinds of interactions he seeks.   **Tools:** |  |
| * Is it expected that the student will not be able to make reasonable progress toward educational goals without assistive technology devices and services? No—Bryan has proven to be a successful student with the adaptations he receives, and he should continue to receive these adaptations. * What no tech, low tech, and high tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments? * What strategies might be used to invite increased student performance? * How might these tools be tried out with the student in the customary environments in which they will be used? * Collect data on effectiveness |  |

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